

Long Term Curriculum Overview – Oak Class Y5/6 (2024-2025)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Crime Stoppers Crime and Punishment <i>Changes in crime and punishment from 1066 to modern day.</i>		Hola Mexico! <i>Legacy of the Mayans and Modern day Mexico</i>		Brain Smart The Art of Being Human <i>Healthy body, healthy mind.</i>	
Hook	Crime Scene		Letter from a travel vlogger		Challenge set by Mrs Hanratty re healthy schools	
Outcome	Rogues Gallery Art Exhibition		Mexico Fiesta Kitchen		Skills Workshop	
Enrichment	Visit to The Spike Heritage Centre		Visit to Montazuma Chocolate Shop		Visit to Science Centre	
Text Drivers suggestions	Street Child- Berlie Doherty Oliver Twist- Charles Dickens		Pax- Sara Pennypacker Return to Sender- Julia Alvarez What The Moon Saw- Laura Resau		The Eye of the Wolf- Daniel Pennac A Stage Full of Shakespeare Stories- Angela McAllister	
English	Write to inform Explanation of - Crimes through the ages -Write a biography of Elizabeth Fry/Dr Banardo -Write instructions for making a periscope -Write an eye witness account -Write a newspaper report	Write to Persuade -Write a job advert for a highway man -Write a prosecution speech Write to Entertain Write a play script Write a narrative poem Letter writing	Write to Inform -Write non-chronological reports - Write instructions to make Mexican food -Letter of Complaint Write to Inform and Persuade -Write travel guides on Mexico Write to Entertain -Play scripts based on Mayan legends	Write to persuade -Write an advert to promote traditional Mexican drinking chocolate - Write a balanced argument Write to entertain Write own Ancient Mayan Myth	Write to Inform - Explanation texts on body systems - Write to Inform and Persuade - Write a leaflet on an aspect of healthy living	Write to Entertain -Shakespeare style play script - Poetry writing Haiku/ Sonnets Write to Persuade -Write an advert advertising a new brand and style of trainers Write to Inform - Write a biography of Charles Darwin -Write a magazine article based on nutrition
Maths	White Rose Maths Number Place Value Four operations Prime numbers Statistics	White Rose Maths Number-Four operations Prime numbers Statistics	White Rose Maths Fractions Decimals Percentages Algebra Geometry ,Angles and shape		White Rose Maths -Converting units -Area and perimeter -Volume -Measures -Fractions ,decimals and percentages	White Rose Maths -Fractions, decimals and percentages -Four operations

<p>Science</p>	<p>Light (Y6) and Sound (Y4)</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. <p>Electricity (Y4 + Y6)</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 	<p>Living Things and their habitats (Y6)</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics 	<p>Evolution and Inheritance (Y6)</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Animals including humans (Y6)</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>
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	<ul style="list-style-type: none"> - recognise some common conductors and insulators, and associate metals with being good conductors. - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram. 		
Science (Longitudinal study)	<p>Do we all start and end life in the same way? Working scientifically UKS2:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 		
Computing (Computing)	<p>Online safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Programming We are adventure gamers developing an interactive game Design and create a range of programs, systems and content that accomplish given goals</p> <p>Computational thinking</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with Use logical reasoning to explain how some simple algorithms 	<p>Creativity- We are artists. Fusing Geometry and Art</p> <ul style="list-style-type: none"> • Develop an appreciation between of the links between geometry and art • Become familiar with the tools and techniques of a vector graphics package • Develop an understanding of turtle graphics • Experiment with the tools available, refining and developing their work as they apply their own criteria as they evaluate it and receive feedback from their peers • Develop some awareness of computer generated art, in particular fractal-based landscapes <p>Computer networks</p> <ul style="list-style-type: none"> • We are web developers • Create a website about cyber security • Develop research skills to decide what information is appropriate 	<p>Communication We are bloggers- Sharing opinions and experiences</p> <ul style="list-style-type: none"> • Become familiar with blogs as a medium and genre of writing • Create a sequence of blog posts on a theme • Incorporate additional media • Comment on the posts of others • Develop a critical, reflective view of a range of media, including text <p>Productivity We are architects- creating a virtual space Understand the work of architects, designers and engineers working in 3D Develop familiarity with simple with a simple CAD tool Develop spatial awareness by exploring and experimenting with a 3D virtual environment Develop greater aesthetic awareness</p>

	work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none">• Understand how some elements of how search engines search and rank results• Question the plausibility and quality of information• Develop and refine their ideas and text collaboratively• Develop their understanding of online safety and responsible use of technology	
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Geography	UK Locational Knowledge What and where are the human and physical features in the UK?		Use maps, atlases and satellite images to locate the Chihuahuan Desert. Mexico study – environmental regions, key human and physical characteristics, countries and major cities			
History	Crime and Punishment changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century		Mayans A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			
Art	Portraits Create a range of portraits using different media Use colour to portray emotions Artist study – The Great Masters Create portraits inspired by: Picasso Leonardo Da Vinci	Where Maths Meets Art A study of Line Pattern and Shape Artist Study- Mondrian	Collage- Cinco de Mayo Huichol Yarn Collage Mexican 'Day of the Dead'/'Dia de Los Muertos' decorated skulls. Pottery- Mexican pinch pots Design a Day of the Dead Planter Printing	Artist Study- Diego Rivera- Mexican muralist Painting/Drawing A study of Mayan Art- What does their art tell us about their life and culture?	Drawing- Drawing Human figures Charcoal bodies	Painting- Humans in Action Artist Study- Keith Harding Leonardo Da Vinci-revisited
DT	Mechanisms- Investigate and model linkages Create a moving poster/greetings card/ litter picker -Explore working mechanisms and identify components -Design and make a working grabber/litter picker using understanding of mechanisms -Evaluate effectiveness of finished design Design and make a pressure alarm sensor system		Research and make an authentic Maya drinking chocolate. Design and make a new brand of Maya drinking chocolate. Design packaging and all promotional materials -Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques Design and prepare tacos, Salsa, guacamole and savoury tamales		Use visual based programming software to design a game base on Healthy Living theme Use Scratch and Kodu to make a game, controlling the movement and responses of different elements of the game	
RE (Understanding Christianity and Living Difference)	WR: Buddhism Suffering - The four noble truths	Remembrance UC: Incarnation 2b.4 Was Jesus the Messiah?	UC: Creation 2b.2 Creation and science: conflicting or complimentary?		WR: Buddhism Festivals - Wesak	
PE	Multi skills/football -Striking and fielding	Netball/Tag Rugby -Passing and receiving	Football/ Hockey - basic control skills	Lacrosse -Throwing on the run	Rounders/Cricket -Batting skills	Athletics -Run short distances

	-Collaborate as a team to choose, use and adapt rules in a game.	Cradling and scooping -Play to agreed rules -lead others in a game situation	- Send the ball with accuracy and keep possession of the ball -Build attacking play - Make a team and communicate a plan -Evaluate skills to aid improvement Dance – Intergr8	-Catching on the run - Offensive and defensive strategy Dance – Intergr8	-Bowling skills -Throwing skills -Fielding techniques Dance – Intergr8	-Run long distance -Javelin throw -Jump in different ways -Take part in a relay
Music	A Bao Qu (5) Pitch and Structure	Calypso Sparkle Dimension Focus; Pitch and Texture	Play musical Instruments Simple chords Musical notation Class performance	Quiet Confidence (6) Dimension focus: texture and dynamics Short Ride in a fast machine (6) Dimension focus; duration and structure		
PSHE (SCARF)	Me and My relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being My Best A healthy body: Drugs and alcohol	Growing and Changing
French	Notre ecole (our school) Notre monde (The world around us)		Le Passe et le present (Then and now) Ici et la (Out and about)		Monter Un café (setting up a café) Quoi de neuf? (what's in the news?)	